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ABSTRACT

This report is the last of a 3-part study of the readiness of parents, school board members, administrators and teachers to accept innovations in the educational system. The target group in this part of the study consisted of 307 administrators and 330 teachers. Each respondent was asked to give his reaction to 13 briefly described educational innovations and to indicate what he considered to be the most important goals of education. Findings showed that all three groups were receptive to educational changes and were convinced that teaching students how to think, how to concentrate, how to organize their work, how to analyze problems, and how to think creatively and objectively were the most important educational goals. (RA)

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ADMINISTRATORS' & TEACHERS' REACTIONS TO EDUCATIONAL INNOVATIONS

An I|D|E|A Report

EA 004 306

GALLUP INTERNATIONAL, INC.
PRINCETON, NEW JERSEY

This study of ADMINISTRATORS' AND TEACHERS' REACTIONS TO EDUCATIONAL INNOVATIONS is one of three national surveys which were sponsored by the Charles F. Kettering Foundation. The intent of the studies was to produce valid research as to where the stumbling blocks to innovation and change lie. All three studies were conducted by Gallup International. The other studies dealt with parents' and school board members' attitudes towards innovation.

This report is available to the educational community at the cost of printing and mailing.

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ADMINISTRATORS' AND TEACHERS' REACTIONS TO EDUCATIONAL INNOVATIONS

Gallup International, Inc.
Princeton, New Jersey

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May, 1967

TABLE OF CONTENTS

Introduction 1

Cross-Section and Research Procedure 3

The Findings 5

The Findings and Their Import With Regard to Innovations 6

Findings Regarding the Goals of Education 13

The Goals of Education 14

Fifteen Educational Innovations 18

Differences in the Attitudes of School Board Members, Parents and Teachers-Administrators in Respect to 15 Specific Proposals 20

The Goals of Education as Seen by Public School Administrators and Teachers 37

The Goals of Education as Seen by Parents of School Children and by Teachers and Administrators 42

Responsibility for Reaching Goals as Seen by Parents and Teachers-Administrators 46

Where Is Resistance to New Ideas Likely to be Greatest? 99

Evaluation of Job Characteristics 101

Who Are the Respondents? 104

INTRODUCTION

This is a report on the final investigation of a three-part study dealing with the readiness of three groups -- parents, school board members, and administrators and teachers -- to accept innovation in the educational system. The study was sponsored by the Charles F. Kettering Foundation and was carried out through the facilities of the Gallup organization.

The group investigated in this final stage of the project is made up of public school administrators and teachers; as will be pointed out later, the cross-section included both in equal number. Since their views in many areas are similar, the administrators-teachers will be regarded as one group, made up of those whose profession and livelihood are concerned with education. Instances in which differences do appear between the administrators and the teachers will be pointed out.

The design of the study embraced an investigation of the reactions of each of these three groups to thirteen innovations, each of which was described in a paragraph of copy in the manner followed in Idea-acceptance research, more often described as "concept" testing. In the present study attitudes toward these same thirteen innovations have been investigated.

In the present study, as in the first which dealt with the views of parents, an at mpt has been made to shed light on the goals of education

as public school educators see them. And, as in the case of the first study, those interviewed were asked to tell whether they thought the primary responsibility for reaching each goal rested with the school, the individual or family, or whether it should be shared by the school and family.

Both groups -- parents, and teachers-administrators -- were asked to rate the importance of each goal. The purpose and the procedure for this part of the study were explained in some detail in the report of the first study.

In the case of each group studied, persons interviewed were asked to tell where resistance to change was likely to be greatest -- with the school board, parents, school administrators, or the general public. Comparison of the views of teachers-administrators with those of parents and school board members sheds interesting light on the source of resistance to innovation as each group appraises it.

CROSS-SECTION AND RESEARCH PROCEDURE

The sample designed for this part of the project embraced a total of 637 individuals, located in all 50 states and the District of Columbia.

The sample was divided between public school administrators (superintendents and principals) and public school teachers (elementary, junior high and senior high). The administrators include an approximately equal number of superintendents and principals; the teachers were divided among those teaching in elementary, junior high, and senior high schools.

A total of 355 sampling points were used. The assignments given each interviewer called for one or two interviews selected on a random basis.

Interviews were distributed in a manner to give proper representation to each geographical area of the country, and to communities of varying sizes, ranging from rural areas up to and including the largest city in the nation, New York City.

The interviewing form, or instrument, was the same as that used in the two earlier studies -- with parents and school board members -- in order to make direct comparisons possible. But, as in the case of the two previous studies, additional questions were added to shed light on the attitudes and the problems of the particular group being interviewed.

In many instances, interviewers left the form with respondents to permit them to take as much time as they wished to answer the many questions.

In other instances, the interviewer wrote down the responses in sessions which often lasted two hours or more. In a few instances, and especially in the case of some of the very largest cities, a personal request was sent to the head of the school system. We found school administrators most willing to cooperate in this investigation.

Although the sample used in this third study is not large, many sampling points were used. The evidence indicates that it is ample as a guide to the thinking of persons who comprise the teaching profession. Differences in the views of the sub-groups are generally small. Instances in which significant differences are found will be pointed out in the detailed findings.

Dr. B. Frank Brown of Melbourne (Florida) High School contributed many useful suggestions at all stages of this project and the writer wishes to acknowledge his indebtedness for Dr. Brown's invaluable help.

THE FINDINGS

THE FINDINGS AND THEIR IMPORT WITH REGARD TO INNOVATIONS

The purpose of this project was to discover the readiness of the three most important groups concerned with education in the United States to accept change in the educational system. Conversely, this goal might be stated as an attempt to discover where resistance to innovation is greatest.

1. The findings are clear-cut and impressive on this point. All three groups -- parents, school board members, administrators and teachers -- are prepared to accept change; in fact, progress and improvement in education tend to be equated with change. Probably at no time in the history of the United States have those identified with any great institution, such as the public schools, so universally agreed on the importance of change. Whether one turns to parents, to members of school boards, to teachers or to school administrators, the answer is the same. Change in the curriculum and change in teaching methods are looked upon as imperatives.

Prestige lies clearly on the side of accepting change. One of the questions asked dealt with the resistance to change that marked the four groups in the respondent's own community: the school board, the school administration, parents of school children, and the general public.

In each instance, those questioned said that resistance to change was greatest in other groups. Parents, for example, think of themselves

as the group that could be most easily induced to accept some new idea in their own local schools. When school board members are interviewed, they say school board members are least likely to resist change; when school administrators and teachers are questioned, they say they are least likely to resist new ideas. The great ogre, and enemy of change, is something quite nebulous -- "the general public."

Parents, of course, make up a large bloc of the general public. Undoubtedly, the bad reputation of the "general public" arises from the difficulty of getting school bond issues voted. Those members of the community who have no children in the public schools all too often oppose school expenditures that increase local taxes. Since innovations often require more money for teachers and equipment, it is assumed that changes requiring more tax dollars will be opposed by many members of "the general public."

2. There is general agreement among all major groups that added emphasis needs to be placed today on teaching students how to think, that is, how to concentrate, organize their work, analyze problems, think creatively, and think objectively. For this reason, it is certain that the schools of tomorrow will give more attention to the development of mental skills. Strangely enough, even though the importance of teaching students how to make better use of their minds has been recognized from earliest times, little effort has ever been made to organize material and courses

or to test the results of teaching efforts devoted to sharpening mental processes. It has been easier to assume that in some manner, present instruction will achieve this goal. But in actuality, emphasis has been centered almost entirely on one type of mental skill -- memorizing.

3. Another change that seems virtually certain is the increased importance that will be assigned to independent study. This in itself is an important development that calls for a new type of educational philosophy. one that places far more emphasis on self-education and less on formal education. The importance of instruction per se will almost certainly decline -- if the rating given by the three groups to independent study are taken at face value. The development of a point of view that places importance on continuing the process of learning after graduation -- a goal given a high priority by respondents in these studies -- will in itself be revolutionary, since there is ample evidence that many of our present high school and college graduates assume they have completed their educations and therefore need not continue their learning once they are granted degrees.

4. The findings bring out an obvious fact -- education is not the sole province of the schools but must include the home. While this is obvious, the implications are also revolutionary. Why? Because it is almost universally accepted that a teacher needs special training to become an effective teacher. Yet it is assumed that mothers and fathers, by some mystical process and wholly without training, are equipped to teach many

things -- respect for law and order and the appreciation of arts and letters, to develop many personal qualities, and to help train verbal and mental skills. The 18-year old mother is expected to perform miracles without training of any kind for this important task.

Parents, even more than teachers or school administrators, recognize that many educational goals can best be reached by training in the home, or in conjunction with the schools. Oddly enough, teachers and school administrators are not willing to go as far as parents themselves do in assigning responsibility for much training to the home and to the individual.

The truth is that we have shouldered the educational system with too many responsibilities. And by the same token, we have made no effort to teach or instruct parents, or to help them carry out their responsibilities. Parents want to be helped to do a better job; they do not resent such help. In fact, a total of 84 per cent of those interviewed said they would like to have home guide books for each child and for each year and be held accountable for using them. Every parent wants his children to do well in school, to grow up to be responsible citizens, and to achieve success in their callings. Perhaps that is why they not only do not resent the idea of guide books but heartily approve this suggestion.

5. The idea that schools be used as community centers has high appeal to all groups studied. Virtually all those questioned on this suggested

change believe this would seem to be a logical and necessary development. Possibly a more deep-lying reason is the growing conviction, as noted elsewhere, that education is not confined strictly to schools, but is part of the mainstream of life. Certainly, present and future planning should take full account of this widely held desire to see the schools integrated into community life to a greater extent than has been true in the past.

6. The high vote given by all groups for a new kind of vocational training points up the shortcomings of present efforts to train young persons who do not go on to college but go directly into the work-force after high school. The great technological changes of recent years have altered greatly the kinds of jobs that can be filled by high school graduates. The difficulty of keeping abreast of these changes is great; only if local industries and businesses cooperate closely in defining their needs and in helping to plan vocational courses can such training be kept up to date. Here again is an area in which school and community need to work in close understanding and sympathy.

7. Resistance to change is greatest in what might be described as the mechanics of education. There is little appeal to parents in shortening summer vacations even though educational needs might be met more easily if the long summer holiday period were shortened, as it is in European countries. Moreover, the huge sums presently invested in buildings and equipment might bear greater fruit if they were used to the fullest extent

throughout the year. Examination of the survey findings reveals the expected: teachers as well as parents like the present system of long summer vacations. School board members think much more highly of the idea of reducing summer vacations, as do superintendents. Principals stand in-between the two extremes.

When these different groups are asked about increasing the school day, and reducing the amount of time that must be spent by students in homework, the results, likewise, are understandable. Teachers, whose work day would be extended, register the highest vote against this innovation. Parents give it the highest favorable vote -- but still less than a majority.

8. Of all the innovations presented, the one getting least support is the suggestion to change the marking system to "pass-fail" in order to eliminate competition among students for grades. This idea, which seems to be growing in favor among college teachers, as judged by recent press accounts, will have to overcome a lot of resistance among parents, members of school boards, and school administrators if it is to be widely adopted in the public school system. Admittedly it is difficult for any teacher to grade a student with exactitude and without prejudice, and admittedly grades are a cause of strife in the home and a source of irritation between parents and teachers. Still, they seem to be a deeply ingrained aspect of the educational system.

Somewhat illogically, while parents like to have their children given marks to denote their achievement in the subjects studied, the idea of requiring students to pass a standard nationwide test in order to get a high school diploma has little appeal for them. But it is worth noting that this plan has greater appeal to parents than it does to teachers and administrators -- or to members of school boards. Stated another way, it might be said there is far greater support for rating school children than for rating the school.

9. Judged by the high acceptance given to programmed instruction, and for the employment of teachers' aides, there is general recognition on the part of the three groups that teachers have to spend too much time in drill work and in doing household chores that could be assigned to non-professionals. The employment of teachers' aides is approved by approximately nine out of ten superintendents, principals, and teachers interviewed.

Programmed instruction is approved by more than seven in ten of the professionals and school board members. Parents are in favor of this innovation by a slightly lower vote -- 59 per cent.

FINDINGS REGARDING
THE GOALS OF EDUCATION

The section of the interviewing form that dealt with the goals of education contained this introduction:

> "Education includes what is learned in school and at home through one's own efforts. Obviously some educational goals are more important than others; and all need to be re-examined from time to time.
>
> "Now the next part of the questionnaire is designed to find out which goals are most important in <u>today's world</u> -- and whether the responsibility for developing these skills, interests, and qualities should rest chiefly with the school or whether this responsibility belongs chiefly with the home and individual.
>
> "Here is a listing of many goals. Will you rate the importance of the goal, as you, yourself, see it. You should rate it "1" if you think it is not very important on up to "10" if you think it is extremely important. Of course, you can choose any number in between."

Since all goals of education are important, the ten-point scale is useful in measuring intensity or degree of importance. And, as in the case of most attitude scales, the highest position is the most indicative and predictive.

THE GOALS OF EDUCATION

The present effort to define the goals of education and to rate their importance in today's world was described in some detail in the report dealing with parents' attitudes.

It should be pointed out again that all ratings are based upon the percentage of respondents who gave the highest score -- 10 -- to each specific goal. A goal should not be regarded as unimportant if its rating is low. A low rating simply means that for most students this goal is not of high priority, in the opinion of those interviewed.

Parents tend to give most goals higher ratings than do public school administrators and teachers. One explanation for this difference may be greater discrimination exercised by teachers and administrators; certainly they are more familiar with attitude scales such as the one employed in this study.

Most surprising to the educational world will be the relatively low ratings assigned to mathematics, foreign language, and verbal skills such as writing ability. Entrance to college rests largely upon mathematical and verbal skills. Yet these fail to receive high ratings either from parents or from teachers.

Mathematical skills that go beyond the ability to deal with simple, everyday problems of arithmetic are given low rating scores. While this latter goal wins a very high rating, the ability to understand and make

use of higher mathematics is given an extremely low priority, especially by teachers and administrators.

In the case of verbal skills, a high rating is accorded the ability to speak correctly and to read with speed and understanding. The ability to write correctly is rated much lower on the scale. A frequent complaint of employers is the lack of writing ability on the part of college graduates. Perhaps this lack results from the attitude of both parents and teachers that this is not of major importance in today's world.

The development of mental skills achieves a high priority from both parents and educators. As noted earlier, this area, currently so greatly neglected, may receive major importance in the curricula of tomorrow, when effective methods have been devised and tested for developing these skills.

Another finding that will be disturbing to many is the relatively low ratings given the whole area of culture. Educators, particularly, tend to give low ratings to the appreciation of art, music, drama, and literature -- the very things that in earlier times marked the cultivated individuals. The down-grading of these goals by educators may reflect the difficulty of working them into the public school curriculum today.

Both parents and educators assign generally high ratings to the educational goals associated with good citizenship. An objective appraisal of the success of the schools in reaching these goals would almost

certainly reveal that a low level of achievement has generally been attained in this area. One has only to look at the low turnout in elections, the lack of knowledge of the structure and function of government at all levels by many graduates, and the failure of many citizens to take an active and interested part in civic movements to see how much more work needs to be done in the schools to instruct students in government and to encourage them to take an active part in the democratic process.

One of the most heartening aspects of the study is the point of view of parents regarding their own responsibilities in respect to their children's training and education. Although some kind of understanding is presumed to exist, actually no one has attempted to define or divide the training and educational responsibilities of parents and educational responsibilities of parents and educators. And because this has been a nebulous area, many parents have turned over to the schools a large part of the task of raising their children. Teachers often complain that children are undisciplined, have little respect for law and order, have bad manners, and are lacking in such basic qualities as honesty and ambition. Probably because they have had to devote so much attention to overcoming the weaknesses of home training in these areas, many educators think the schools should share almost equally with parents the responsibility for the development of many personal qualities that obviously are the chief responsibility of the home.

While teachers take too much responsibility in some areas, it can be argued from the findings of this study that they take too little in other areas. In the development of mental skills it would seem that schools should assume the prime responsibility. And, in cultural matters, it would seem that proper allocation of responsibilities would place upon the schools greater responsibility for teaching students to appreciate art, literature, music, drama, etc. than teachers and administrators are willing to assume. Obviously, both the home and the school are jointly responsible, but the schools should take the lead.

FIFTEEN EDUCATIONAL INNOVATIONS

ATTITUDES OF ADMINISTRATORS-TEACHERS TOWARD 15 SPECIFIC PROPOSALS

(Ranked in Order of Approval)

	Good Idea	Poor Idea	No Opinion
1. Schools as Community Centers	95%	4%	1%
2. Special Vocational Training	95%	3%	2%
3. Teachers' Aides	90%	7%	3%
4. Team Teaching	86%	9%	5%
5. Moveable Partitions for Classrooms	86%	11%	3%
6. Classes to Teach Students How to Think	85%	12%	3%
7. Placement Based on Level of Achievement	74%	21%	5%
8. Programmed Instruction	72%	18%	10%
9. Guide Books for Parents for Each Grade	65%	31%	4%
10. More Independent Study Time	64%	27%	9%
11. Motivating Students	48%	38%	14%
12. Reduce Summer Vacation	39%	57%	4%
13. Eliminate Competition with "Pass-Fail" Marks	28%	66%	6%
14. Standard Test for High School Diploma	27%	67%	6%
15. Increase School Day - Reduce Home Work	27%	66%	7%

DIFFERENCES IN THE ATTITUDES

OF

SCHOOL BOARD MEMBERS, PARENTS

AND TEACHERS-ADMINISTRATORS

IN RESPECT TO 15 SPECIFIC PROPOSALS

APPROVAL OF INNOVATIONS

	Parents %	Teachers-Administrators %	School Board Members %
Schools used as community centers	93	95	96
Classes in how to think and study	93	85	89
Team teaching	84	86	88
Moveable partitions for classrooms	63	86	84
Guide books for parents	84	65	77
Programmed instruction	59	72	72
Classes assigned by level of achievement	70	74	70
Vocational training in school	76	95	65
Independent study time	67	64	59
Reduce summer vacation to four weeks	30	39	44
Increase school day by one hour	45	27	31
Standard high school test for all seniors	30	27	22
Marks "pass" or "fail"	15	28	17
Teachers' aides	*	90	*
Motivating students	*	48	*

*Innovation not included.

MOVEABLE PARTITIONS FOR CLASSROOMS

he Question Asked:

"It has been suggested that schools should change their present interior design which usually divides the classroom space into rooms of equal size. The new idea would be to have some classrooms that are large, some small, with many partitions that are moveable. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	63%	84%	86%
POOR IDEA	34%	13%	11%
NO ANSWER	3%	3%	3%

REDUCE SUMMER VACATION TO FOUR WEEKS

The Question Asked:

"To save expense in running the schools, and to give young people a better education before they graduate from high school, it has been suggested that schools reduce the summer vacation period to about four weeks. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	30%	44%	39%
POOR IDEA	68%	51%	57%
NO ANSWER	2%	5%	4%

CLASSES ASSIGNED BY LEVEL OF ACHIEVEMENT

e Question Asked:

"Some schools have adopted a plan which is based upon each student's level of achievement. Each student is tested in each subject and is then assigned to the class or the kind of study which takes account of his knowledge or ability without regard to the grade to which he was last promoted. He may be put in one class for one subject, and in another for another, regardless of his age or the class where he would normally be. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	70%	70%	74%
POOR IDEA	27%	21%	21%
NO ANSWER	3%	9%	5%

MARKS "PASS" OR "FAIL"

The Question Asked:

"To reduce the amount of competition among students for high marks, some schools give only two marks - "pass" or "fail". Do you think this is a good idea or a poor idea?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	15%	17%	28%
POOR IDEA	83%	78%	66%
NO ANSWER	2%	5%	6%

MORE INDEPENDENT STUDY TIME

The Question Asked:

"Some schools are trying to encourage more independent study on the part of students by having them do more reading and have them spend more time in school laboratories. One educator suggests that from the 6th grade on 40% of a student's time be given to independent study, 40% to work in large groups, and 20% to work in small groups or individual sessions. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	67%	59%	64%
POOR IDEA	28%	30%	27%
NO ANSWER	5%	11%	9%

TEAM TEACHING

The Question Asked:

"Some schools make use of what is known as "team teaching" in the elementary grades and junior high school. Instead of having just one teacher for each grade or class, the teachers work together as a team, with each teaching the subjects in which he is best qualified. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	84%	88%	86%
POOR IDEA	14%	7%	9%
NO ANSWER	2%	5%	5%

PROGRAMMED INSTRUCTION

The Question Asked:

"How do you feel about "programmed instruction", that is, the use of teaching machines in some courses, especially those requiring much drill work? Students in these courses can progress as fast or as slow as their ability permits and teachers are freed for other duties. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	59%	72%	72%
POOR IDEA	34%	17%	18%
NO ANSWER	7%	11%	10%

VOCATIONAL TRAINING IN SCHOOL

The Question Asked:

"In some places, students who plan to go to work after high school take special vocational training their last two years. This consists of spending half of each day learning a vocational skill, such as automobile mechanics, practical nursing, equipment repair, and the like, and the other half in academic subjects, such as English, history, science, and the like. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	76%	66%	95%
POOR IDEA	22%	28%	3%
NO ANSWER	2%	6%	2%

STANDARD HIGH SCHOOL TEST FOR ALL SENIORS

The Question Asked:

"It has been suggested that seniors in high school who can pass a standard test prepared for all high schools of the nation should be given a special diploma. Those who can't pass the test would be graduated, but would be given a certificate, and not a diploma. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	30%	22%	27%
POOR IDEA	67%	72%	67%
NO ANSWER	3%	6%	6%

GUIDE BOOKS FOR PARENTS

The Question Asked:

"Schools have the responsibility for teaching children subject matter. Parents have the responsibility for encouraging their children to learn, to have good manners, to respect authority, and the like. To point out more clearly just what is expected of parents, it has been suggested that guide books be prepared for parents at each grade level. These guide books would explain what parents should do to help develop the interests, behavior, and abilities of their children. Parents would be reminded if they failed to do their part. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	84%	77%	65%
POOR IDEA	15%	20%	31%
NO ANSWER	1%	3%	4%

INCREASE SCHOOL DAY BY ONE HOUR

The Question Asked:

"Another idea is to keep the same number of school days as at present, but increase the time spent in school by about one hour per day and reduce the amount of homework accordingly. Does this sound like a good idea or a poor idea to you?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	45%	31%	27%
POOR IDEA	53%	60%	66%
NO ANSWER	2%	9%	7%

CLASSES IN HOW TO THINK AND STUDY

The Question Asked:

"Some students do poorly because they do not know how to study; others could do much better than they do. For this reason it has been suggested that a regular part of the school day be devoted to teaching students how to organize their work, how to concentrate, how to analyze problems and figure out things for themselves, how to develop new solutions - in short, how to think. Do you think this is a good idea or a poor idea?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	93%	89%	85%
POOR IDEA	6%	9%	12%
NO ANSWER	1%	2%	3%

SCHOOLS USED AS COMMUNITY CENTERS

The Question Asked:

"In a few cities, the schools are used almost as much at night by adults as they are in the daytime by children. The schools in these cities serve as community centers - where meetings of all kinds are held, adult education courses offered, and similar activities are engaged in. Do you think this is a good idea or a poor idea for your community?"

	Parents	School Board Members	Teachers-Administrators
GOOD IDEA	93%	93%	95%
POOR IDEA	6%	3%	4%
NO ANSWER	1%	1%	1%

TEACHERS' AIDES

The Question Asked:

"Some communities employ teachers' aides to help teachers with their work, especially the mechanical parts of their work. Do you think this is a good idea or a poor idea?"

	Teachers-Administrators
GOOD IDEA	90%
POOR IDEA	7%
NO ANSWER	3%

MOTIVATING STUDENTS

The Question Asked:

"Some people have suggested that teachers should spend much more time in motivating students, telling them about the importance of the subject matter and how it can be helpful in their lives, and spend less time in pure instruction. Do you think this is a good idea or a poor idea?"

	Teachers-Administrators
GOOD IDEA	48%
POOR IDEA	38%
NO ANSWER	14%

THE GOALS OF EDUCATION

AS SEEN BY

PUBLIC SCHOOL ADMINISTRATORS

AND TEACHERS

THE GOALS OF EDUCATION
AS RATED BY
PUBLIC SCHOOL ADMINISTRATORS AND TEACHERS

Based upon the percentage giving the goal in question a rating of "10"

	307 Administrators %	330 Teachers %	637 Both %
1. PERSONAL QUALITIES			
Good manners	37	38	38
Ability to get along with others	63	58	61
Good work habits	60	57	59
Honesty	79	81	80
Popularity with those of same age group	7	2	5
Respect for law and authority	69	73	71
Discipline, readiness to obey rules	45	51	48
Respect for other races, religions	59	61	60
Desire to excel	35	35	35
2. VERBAL SKILLS			
Ability to spell correctly	36	28	32
Ability to speak correctly	62	58	60
Ability to write correctly	46	39	43
Ability to read with speed and understanding	58	62	60
A good vocabulary	38	42	40
Ability to read one or more foreign languages such as French, German, Spanish	3	2	3
Ability to speak one or more foreign languages such as French, German, Spanish	3	2	3

	307 Administrators %	330 Teachers %	637 Both %
3. MATHEMATICAL SKILLS			
Ability to deal with everyday problems requiring simple arithmetic	79	88	84
Ability to keep accurate financial records, fill out tax forms, etc.	30	34	32
Ability to understand and make use of higher mathematics	3	6	5
Ability to think in quantitative terms	18	12	15
Understanding and use of laws of probability in games, business, etc.	7	6	7
4. MENTAL SKILLS			
Ability to think creatively, have original ideas	43	45	44
Ability to figure things out for one's self	56	68	62
Ability to think objectively	57	56	57
Ability to concentrate	52	62	57
Ability to organize one's work and thoughts	64	66	65
Ability to analyze a problem and work out solutions	61	58	60
Ability to observe, see things others miss	32	36	34
5. CULTURAL DEVELOPMENT			
Appreciation of good music	17	17	17
Appreciation of good art, architecture	15	12	14
Appreciation of good drama on screen and stage	11	14	13
Appreciation of good food	9	8	9
Appreciation of nature and the outdoors	26	36	31
Appreciation of good writing, good literature	25	29	27

	307 Administrators %	330 Teachers %	637 Both %
6. GOOD CITIZENSHIP			
Active participation in elections	67	59	63
Interest in state, national, and international affairs	52	56	54
Knowledge of structure and function of government -- local, state and national	46	44	45
Willingness to participate in civic projects	41	33	37
Willingness to work for improvement of government at all levels -- local, state, national	51	43	47
Understanding of the rights and privileges guaranteed by the Constitution	61	58	60
7. SELECTION AND TRAINING FOR A LIFE OCCUPATION			
Choice of an occupation based upon an appraisal of one's interests, abilities, ambitions	63	75	69
Knowledge of occupational needs and opportunities of the next two decades	11	9	10
Understanding of how to get ahead in one's field	28	28	28
Ability to plan financially for the future	31	37	34
Adequate training for those who wish to fill jobs immediately after graduation from high school	50	64	57

	307 Administrators %	330 Teachers %	637 Both %
8. DEVELOPMENT OF OTHER USEFUL ATTITUDES			
Desire to keep on learning throughout life	68	74	71
Knowledge of factors which affect the health of the individual	49	53	51
Ability to anticipate change and adjust to change	56	60	58

THE GOALS OF EDUCATION

AS SEEN BY

PARENTS OF SCHOOL CHILDREN AND

BY TEACHERS AND ADMINISTRATORS

COMPARISON OF THE RATINGS
GIVEN THE GOALS OF EDUCATION
BY PARENTS
AND
BY PUBLIC SCHOOL EDUCATORS

	1634 Parents	637 Administrators-Teachers
	(Based upon the rating of "10")	
	% *	% *
1. PERSONAL QUALITIES		
Honesty	86	80
Respect for law and authority	82	71
Discipline, readiness to obey rules	74	48
Respect for other races, religions	70	60
Good manners	66	38
Good work habits	63	59
Ability to get along with others	62	61
Desire to excel	45	35
Popularity with those of same age group	22	5
2. VERBAL SKILLS		
Ability to speak correctly	68	60
A good vocabulary	62	40
Ability to read with speed and understanding	60	60
Ability to spell correctly	60	32
Ability to write correctly	59	43
Ability to read one or more foreign languages, such as French, German, Spanish	19	3
Ability to speak one or more foreign languages, such as French, German, Spanish	19	3

* All percentages are based upon those who rated the goal in question and exclude the "no answer" and "no opinion" group.

	1634 Parents	637 Administrators-Teachers
	(Based upon the rating of "10")	
	%	%
3. MATHEMATICAL SKILLS		
Ability to deal with everyday problems requiring simple arithmetic	78	84
Ability to keep accurate financial records, fill out tax forms, etc.	45	32
Ability to understand and make use of higher mathematics	32	5
Understanding and use of laws of probability in games, business, etc.	30	7
Ability to think in quantitative terms	27	15
4. MENTAL SKILLS		
Ability to figure things out for one's self	73	62
Ability to concentrate	71	57
Ability to organize one's work and thoughts	67	65
Ability to analyze a problem and work out solutions	65	60
Ability to think objectively	59	57
Ability to think creatively, have original ideas	52	44
Ability to observe, see things others miss	49	34
5. CULTURAL DEVELOPMENT		
Appreciation of nature and the outdoors	53	31
Appreciation of good writing, good literature	45	27
Appreciation of good food	40	9
Appreciation of good music	27	17
Appreciation of good drama on screen and stage	23	13
Appreciation of good art, architecture	22	14

	1634 Parents	637 Administrators-Teachers
	(Based upon the rating of "10")	
	%	%
6. GOOD CITIZENSHIP		
Understanding of the rights and privileges guaranteed by the Constitution	69	60
Active participation in elections	62	63
Interest in state, national, and international affairs	55	54
Knowledge of structure and function of government -- local, state, and national	53	45
Willingness to work for improvement of government at all levels -- local, state, and national	48	47
Willingness to participate in civic projects	40	37
7. SELECTION OF AND TRAINING FOR A LIFE OCCUPATION		
Adequate training for those who wish to fill jobs immediately after graduation from high school	73	57
Choice of an occupation based upon an appraisal of one's interests, abilities, ambitions	72	69
Ability to plan financially for the future	66	34
Understanding of how to get ahead in one's field	60	28
Knowledge of occupational needs and opportunities of the next two decades	47	10
8. DEVELOPMENT OF OTHER USEFUL ATTITUDES		
Desire to keep on learning throughout life	77	71
Knowledge of factors which affect the health of the individual	64	51
Ability to anticipate change and adjust to change	62	58

RESPONSIBILITY FOR REACHING GOALS

AS SEEN BY

PARENTS AND TEACHERS-ADMINISTRATORS

THE RESPONSIBILITY FOR REACHING GOALS
AS SEEN
BY PARENTS
AND
BY TEACHERS-ADMINISTRATORS

	PARENTS			EDUCATORS		
	School %	Family %	Both %	School %	Family %	Both %
1. PERSONAL QUALITIES						
Good manners	1	56	43	1	51	48
Ability to get along with others	5	35	60	4	13	81
Good work habits	13	23	64	23	7	70
Honesty	--	59	41	1	38	60
Popularity with those of same age group	18	28	52	11	33	53
Respect for law and authority	2	39	59	1	22	77
Discipline, readiness to obey rules	2	37	61	2	27	70
Respect for other races, religions	2	45	52	2	27	70
Desire to excel	10	31	58	7	24	67
2. VERBAL SKILLS						
Ability to spell correctly	60	2	38	78	1	20
Ability to speak correctly	38	7	54	40	3	56
Ability to write correctly	61	2	37	82	1	16
Ability to read with speed and understanding	65	3	33	84	1	14
A good vocabulary	39	6	54	39	2	58
Ability to read one or more foreign languages such as French, German, Spanish	81	2	16	86	5	8
Ability to speak one or more foreign languages such as French, German, Spanish	80	3	17	84	4	10

	PARENTS			EDUCATORS		
	School %	Family %	Both %	School %	Family %	Both %
3. MATHEMATICAL SKILLS						
Ability to deal with everyday problems requiring simple arithmetic	50	6	44	60	2	37
Ability to keep accurate financial records, fill out tax forms, etc.	57	9	34	59	7	33
Ability to understand and make use of higher mathematics	81	2	17	93	2	4
Ability to think in quantitative terms	63	5	31	77	2	19
Understanding and use of laws of probability in games, business, etc.	49	7	43	65	6	26
4. MENTAL SKILLS						
Ability to think creatively, have original ideas	16	21	63	23	5	70
Ability to figure things out for one's self	9	30	61	10	11	78
Ability to think objectively	14	25	60	25	5	68
Ability to concentrate	25	16	59	27	7	64
Ability to organize one's work and thoughts	22	14	64	33	5	60
Ability to analyze a problem and work out solutions	24	12	63	38	3	58
Ability to observe, see things others miss	16	21	62	20	8	70

	PARENTS			EDUCATORS		
	School %	Family %	Both %	School %	Family %	Both %
5. CULTURAL DEVELOPMENT						
Appreciation of good music	16	27	57	8	13	78
Appreciation of good art, architecture	27	18	54	12	11	76
Appreciation of good writing, good literature	31	10	58	27	4	68
Appreciation of good drama on screen and stage	27	20	52	13	13	73
Appreciation of good food	3	62	34	1	57	41
Appreciation of nature and the outdoors	5	39	55	2	23	73
6. GOOD CITIZENSHIP						
Active participation in elections	12	27	60	5	14	79
Interest in state, national and international affairs	18	16	65	11	6	81
Knowledge of structure and function of government -- local, state and national	37	7	55	55	1	42
Willingness to participate in civic projects	11	32	56	4	26	69
Willingness to work for improvement of government at all levels -- local, state, national	14	25	60	7	19	72
Understanding of the rights and privileges guaranteed by the Constitution	32	7	60	49	2	47

	PARENTS			EDUCATORS		
	School %	Family %	Both %	School %	Family %	Both %
7. SELECTION AND TRAINING FOR LIFE OCCUPATION						
Choice of an occupation based upon an appraisal of one's interests, abilities, ambitions	18	22	59	17	11	71
Knowledge of occupational needs and opportunities of the next two decades	44	8	47	65	3	31
Understanding of how to get ahead in one's field	34	12	53	38	12	49
Ability to plan financially for the future	14	29	56	14	23	62
Adequate training for those who wish to fill jobs immediately after graduation from high school	54	6	40	68	2	29
8. DEVELOPMENT OF OTHER USEFUL ATTITUDES						
Desire to keep on learning throughout life	7	37	56	7	15	77
Knowledge of factors which affect the health of the individual	11	28	61	15	10	74
Ability to anticipate change and adjust to change	6	32	60	11	12	76

GOOD MANNERS

	Parents	Teachers-Administrators
Top Scale Rating	66%	38%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	1%	1%
Family, Individual	56%	51%
Both	43%	48%

ABILITY TO GET ALONG WITH OTHERS

	Parents	Teachers-Administrators
Top Scale Rating	62%	61%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	5%	4%
Family, Individual	35%	13%
Both	60%	81%

GOOD WORK HABITS

	Parents	Teachers-Administrators
Top Scale Rating	63%	59%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	13%	23%
Family, Individual	23%	7%
Both	64%	70%

HONESTY

	Parents	Teachers-Administrators
Top Scale Rating	86%	80%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	--	1%
Family, Individual	59%	38%
Both	41%	60%

POPULARITY WITH THOSE OF SAME AGE GROUP

	Parents	Teachers-Administrators
Top Scale Rating	22	5%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	18%	11%
Family, Individual	28%	33%
Both	52%	53%

RESPECT FOR LAW AND AUTHORITY

	Parents	Teachers-Administrators
Top Scale Rating	82%	71%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	2%	1%
Family, Individual	39%	22%
Both	59%	77%

DISCIPLINE, READINESS TO OBEY RULES

	Parents	Teachers-Administrators
Top Scale Rating	74%	48%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	2%	2%
Family, Individual	37%	27%
Both	61%	70%

RESPECT FOR OTHER RACES, RELIGIONS

	Parents	Teachers-Administrators
Top Scale Rating	70%	60%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	2%	2%
Family, Individual	45%	27%
Both	52%	70%

DESIRE TO EXCEL

	Parents	Teachers-Administrators
Top Scale Rating	45%	35%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	10%	7%
Family, Individual	31%	24%
Both	58%	67%

ABILITY TO SPELL CORRECTLY

	Parents	Teachers-Administrators
Top Scale Rating	60%	32%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	60%	78%
Family, Individual	2%	1%
Both	38%	20%

ABILITY TO SPEAK CORRECTLY

	Parents	Teachers-Administrators
Top Scale Rating	68%	60%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	38%	40%
Family, Individual	7%	3%
Both	54%	56%

ABILITY TO WRITE CORRECTLY

	Parents	Teachers-Administrators
Top Scale Rating	59%	43%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	61%	82%
Family, Individual	2%	1%
Both	37%	16%

ABILITY TO READ WITH SPEED AND UNDERSTANDING

	Parents	Teachers-Administrators
Top Scale Rating	60%	60%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	65%	84%
Family, Individual	3%	1%
Both	33%	14%

A GOOD VOCABULARY

	Parents	Teachers-Administrators
Top Scale Rating	62%	40%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	39%	39%
Family, Individual	6%	2%
Both	54%	58%

ABILITY TO READ ONE OR MORE FOREIGN LANGUAGES SUCH AS FRENCH, GERMAN, SPANISH

	Parents	Teachers-Administrators
Top Scale Rating	19%	3%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	81%	86%
Family, Individual	2%	5%
Both	16%	8%

ABILITY TO SPEAK ONE OR MORE FOREIGN LANGUAGES SUCH AS FRENCH, GERMAN, SPANISH

	Parents	Teachers-Administrators
Top Scale Rating	19%	3%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	80%	84%
Family, Individual	3%	4%
Both	17%	10%

ABILITY TO DEAL WITH EVERYDAY PROBLEMS REQUIRING SIMPLE ARITHMETIC

	Parents	Teachers-Administrators
Top Scale Rating	78%	84%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	50%	60%
Family, Individual	6%	2%
Both	44%	37%

ABILITY TO KEEP ACCURATE FINANCIAL RECORDS, FILL OUR TAX FORMS, ETC.

	Parents	Teachers-Administrators
Top Scale Rating	45%	32%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	57%	59%
Family, Individual	9%	7%
Both	34%	33%

ABILITY TO UNDERSTAND AND MAKE USE OF HIGHER MATHEMATICS

	Parents	Teachers-Administrators
Top Scale Rating	32%	5%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	81%	93%
Family, Individual	2%	2%
Both	17%	4%

ABILITY TO THINK IN QUANTITATIVE TERMS

	Parents	Teachers-Administrators
Top Scale Rating	27%	15%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	63%	77%
Family, Individual	5%	2%
Both	31%	19%

UNDERSTANDING AND USE OF LAWS OF PROBABILITY IN GAMES, BUSINESS, ETC.

	Parents	Teachers-Administrators
Top Scale Rating	30%	7%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	49%	65%
Family, Individual	7%	6%
Both	43%	26%

ABILITY TO THINK CREATIVELY, HAVE ORIGINAL IDEAS

	Parents	Teachers-Administrators
Top Scale Rating	52%	44%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	16%	23%
Family, Individual	21%	5%
Both	63%	70%

ABILITY TO FIGURE THINGS OUT FOR ONE'S SELF

	Parents	Teachers-Administrators
Top Scale Rating	73%	62%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	9%	10%
Family, Individual	30%	11%
Both	61%	78%

ABILITY TO THINK OBJECTIVELY

	Parents	Teachers-Administrators
Top Scale Rating	59%	57%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	14%	25%
Family, Individual	25%	5%
Both	60%	68%

ABILITY TO CONCENTRATE

	Parents	Teachers-Administrators
Top Scale Rating	71%	57%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	25%	27%
Family, Individual	16%	7%
Both	59%	64%

ABILITY TO ORGANIZE ONE'S WORK AND THOUGHTS

	Parents	Teachers-Administrators
Top Scale Rating	67%	65%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	22%	33%
Family, Individual	14%	5%
Both	64%	60%

ABILITY TO ANALYZE A PROBLEM AND WORK OUT SOLUTIONS

	Parents	Teachers-Administrators
Top Scale Rating	65%	60%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	24%	38%
Family, Individual	12%	3%
Both	63%	58%

ABILITY TO OBSERVE, SEE THINGS OTHERS MISS

	Parents	Teachers-Administrators
Top Scale Rating	49%	34%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	16%	20%
Family, Individual	21%	8%
Both	62%	70%

APPRECIATION OF GOOD MUSIC

	Parents	Teachers-Administrators
Top Scale Rating	27%	17%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	16%	8%
Family, Individual	27%	13%
Both	57%	78%

APPRECIATION OF GOOD ART, ARCHITECTURE

	Parents	Teachers-Administrators
Top Scale Rating	22%	14%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	27%	12%
Family, Individual	18%	11%
Both	54%	76%

APPRECIATION OF GOOD WRITING, GOOD LITERATURE

	Parents	Teachers-Administrators
Top Scale Rating	45%	27%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	31%	27%
Family, Individual	10%	4%
Both	58%	68%

APPRECIATION OF GOOD DRAMA ON SCREEN AND STAGE

	Parents	Teachers-Administrators
Top Scale Rating	23%	13%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	27%	13%
Family, Individual	20%	13%
Both	52%	73%

APPRECIATION OF GOOD FOOD

	Parents	Teachers-Administrators
Top Scale Rating	40%	9%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	3%	1%
Family, Individual	62%	57%
Both	34%	41%

APPRECIATION OF NATURE AND THE OUTDOORS

	Parents	Teachers-Administrators
Top Scale Rating	53%	31%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	5%	2%
Family, Individual	39%	23%
Both	55%	73%

ACTIVE PARTICIPATION IN ELECTIONS

	Parents	Teachers-Administrators
Top Scale Rating	62%	63%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	12%	5%
Family, Individual	27%	14%
Both	60%	79%

INTEREST IN STATE, NATIONAL AND INTERNATIONAL AFFAIRS

	Parents	Teachers-Administrators
Top Scale Rating	55%	54%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	18%	11%
Family, Individual	16%	6%
Both	65%	81%

KNOWLEDGE OF STRUCTURE AND FUNCTION OF GOVERNMENT -- LOCAL, STATE, AND NATIONAL

	Parents	Teachers-Administrators
Top Scale Rating	53%	45%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	37%	55%
Family, Individual	7%	1%
Both	55%	42%

WILLINGNESS TO PARTICIPATE IN CIVIC PROJECTS

	Parents	Teachers-Administrators
Top Scale Rating	40%	37%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	11%	4%
Family, Individual	32%	26%
Both	56%	69%

WILLINGNESS TO WORK FOR IMPROVEMENT OF GOVERNMENT AT ALL LEVELS -- LOCAL, STATE, NATIONAL

	Parents	Teachers-Administrators
Top Scale Rating	48%	47%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	14%	7%
Family, Individual	25%	19%
Both	60%	72%

UNDERSTANDING OF THE RIGHTS AND PRIVILEGES GUARANTEED BY THE CONSTITUTION

	Parents	Teachers-Administrators
Top Scale Rating	69%	60%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	32%	49%
Family, Individual	7%	2%
Both	60%	47%

CHOICE OF AN OCCUPATION BASED UPON AN APPRAISAL OF ONE'S INTERESTS, ABILITIES, AMBITIONS

	Parents	Teachers-Administrators
Top Scale Rating	72%	69%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	18%	17%
Family, Individual	22%	11%
Both	59%	71%

KNOWLEDGE OF OCCUPATIONAL NEEDS AND OPPORTUNITIES OF THE NEXT TWO DECADES

	Parents	Teachers-Administrators
Top Scale Rating	47%	10%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	44%	65%
Family, Individual	8%	3%
Both	47%	31%

UNDERSTANDING OF HOW TO GET AHEAD IN ONE'S FIELD

	Parents	Teachers-Administrators
Top Scale Rating	60%	28%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	34%	38%
Family, Individual	12%	12%
Both	53%	49%

ABILITY TO PLAN FINANCIALLY FOR THE FUTURE

	Parents	Teachers-Administrators
Top Scale Rating	66%	34%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	14%	14%
Family, Individual	29%	23%
Both	56%	62%

ADEQUATE TRAINING FOR THOSE WHO WISH TO FILL JOBS IMMEDIATELY AFTER GRADUATION FROM HIGH SCHOOL

	Parents	Teachers-Administrators
Top Scale Rating	73%	57%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	54%	68%
Family, Individual	6%	2%
Both	40%	29%

DESIRE TO KEEP ON LEARNING THROUGHOUT LIFE

	Parents	Teachers-Administrators
Top Scale Rating	77%	71%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	7%	7%
Family, Individual	37%	15%
Both	56%	77%

KNOWLEDGE OF FACTORS WHICH AFFECT THE HEALTH OF THE INDIVIDUAL

	Parents	Teachers-Administrators
Top Scale Rating	64%	51%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	11%	15%
Family, Individual	28%	10%
Both	61%	74%

ABILITY TO ANTICIPATE CHANGE AND ADJUST TO CHANGE

	Parents	Teachers-Administrators
Top Scale Rating	62%	58%

RESPONSIBILITY RESTS CHIEFLY WITH:

	Parents	Teachers-Administrators
School	6%	11%
Family, Individual	32%	12%
Both	60%	76%

WHERE IS RESISTANCE

TO

NEW IDEAS

LIKELY TO BE GREATEST?

RESISTANCE TO INNOVATION IN EDUCATION

In all three surveys an attempt was made to discover where resistance to innovation in education is likely to be greatest. Each group studied was asked to tell which of four groups it believed would be least receptive to some new idea. The question asked:

> "In making changes in the educational system, four groups must be considered: the school board, the school administration (superintendents, principals, teachers), the parents of school children and all the others who make up the general public. Just your own best guess, which of these four groups would be hardest to "sell" on some new idea -- that is, to get some new idea accepted and used in the local schools of this community?"

The three groups surveyed gave these answers to this question:

GROUPS MOST RESISTANT TO NEW IDEAS

PARENTS SAY:		SCHOOL BOARD MEMBERS SAY:		SCHOOL ADMINISTRATORS SAY:	
1. The General Public	36%	1. The General Public	47%	1. The General Public	52%
2. The School Board	25%	2. Parents of School Children	22%	2. Parents of School Children	15%
3. School Administrators	18%	3. School Administrators	16%	3. The School Board	14%
4. Parents of School Children	16%	4. The School Board	7%	4. School Administrators	12%

The undecided or no opinion vote is 5% in the case of parents, 8% in the case of school board members, and 8% in the case of school administrators.

EVALUATION OF JOB CHARACTERISTICS

The Question: "What part of your job do you like best?"

Public school educators say they have entered this field because they like to teach and they like to work with children. A Michigan teacher says she likes her job because, "The children have terrific ideas; and I like seeing them respond." Some teachers prefer remedial work, such as an Illinois teacher who answers, "Helping 'poor' children redeem themselves." Others get stimulation by "Seeing the variety of children and their different reactions to the same situation." Many teachers have such a great love for the subjects they teach that they get satisfaction from being able to share their feelings with their students.

Superintendents and principals have chosen to leave the actual instruction of students for the challenge of administrative functions. They enjoy seeing their own ideas executed by others and enjoy working with and through fellow professionals. "Employing and working with teachers" is the reason a New York State superintendent gives for liking his job. "Working with professional people to make a better school and a better community," replies a Texas superintendent. "The task of coordinating the efforts of the total staff and utilizing the best talents we have to give our children the best education possible," says an Ohio principal.

The Question: "What part of your job do you like least?"

Teachers want to teach -- but many of their duties prevent them from fulfilling this function. Teachers mention excessive clerical and bookkeeping duties, marking tests, correcting homework, keeping track of milk and lunch money, selling bus tokens, etc. Principals and superintendents face similar, but slightly different, problems. They say they are forced to spend a disproportionate amount of time attending meetings, dealing with irate parents, coping with the political aspects of their jobs (school boards, local political parties, etc.), preparing and "selling" budgets, writing reports, and responding to criticisms, complaints, and suggestions.

Teachers and administrators share a dislike for the disciplinary requirements of their jobs. It would appear that much as teachers and administrators love students, once they grow up to be parents, the relationship and feeling are likely to change. A great many replies to this question were of this character: "Children's parents who do little to help their children." "Complacency of parents and lack of support in helping their children." "Dealing with unhappy and unreasonable parents." "Parents who expect us to do all the things they should be doing."

WHO ARE THE RESPONDENTS?

Interviewer check: Male or Female

Male	65%
Female	35%

Marital status:

Single	15%
Married	79%
Widowed	4%
Divorced	2%

Number of respondents:

Superintendents	154
Principals	153
Teachers	330